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ABSTRACT

This monograph includes the following papers: "Vocational Sex Equity in Virginia: Ten Years of Progress" (Hawa); "Reducing the Cost of Sexual Harassment in American Organizations" (Tate); "The Role of a Career Resource Center in Extending Vocational Sex Equity into the Classroom" (McCune); "Non-traditional Exploratory Programs for Women: An Innovative, Educational Experience for Day and Evening Students" (Porter); "Women in High Innovative Technology Studies" (Olson, Gibson); "A Vocational Equity Career Development Program for Men and Women" (Joyce); "The Dabney S. Lancaster Community College Regional Center for Vocational Training" (Bennett); "A Campus-wide Retention Program for Students in Non-traditional Vocational Education Programs" (Griffin); "The Dabney S. Lancaster Community College Regional Center for Teenage Mothers" (Johnson); and "What Is Equity?" (Lary). Program briefs included are as follows: "Teenagers Experiencing Educational Need (TEEN), Women in Need of Skills (WINS), and Trade and Industrial Program Skills (TIPS)" (Moore); "New Opportunities for Vocational Advancement (NOVA)" (Ashworth, Mitchem); "Equity Programs Available at New River Community College" (Claussen); "Project Opportunity" (Sebastianelli, Link); "News for Access and Equity" (Culver, Burge); "The YWCA Women-in-Transition Program" (Diaz); "The Opportunity Center" (Flythe); "Project Update" (Patton); and "Survivor's Support" (Prideaux, Saunders). (CML)

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Innovative Practices and Developments in Vocational Sex Equity

VOLUME 1 NUMBER 1
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INNOVATIVE PRACTICES AND DEVELOPMENTS IN VOCATIONAL SEX EQUITY is a monograph based on vocational sex equity projects funded by the Virginia Department of Education, department of Vocational Sex Equity. Its aims and purposes are to reflect the increasingly important role of gender equity in education and employment (2) to provide a forum for innovative practices, developments, and issues from a practitioners point of view and (3) to report and reflect changing and current trends in gender equity. Funding for this monograph was provided by the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524).

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INNOVATIVE PRACTICES AND DEVELOPMENTS IN VOCATIONAL SEX EQUITY

VOLUME 1 NUMBER 1 MAY 1988

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EDITORS' NOTES

The last two decades have ushered new consumers to the doors of higher educational environments in urban and rural areas. Consequently, the student body has been transformed into two main classifications, traditional and non-traditional students. Notably, within this non-traditional population, a significant number have been women who have sought marketable skills training for initial career preparation or retraining.

The escalation of this trend can be evidenced at community colleges in the Commonwealth of Virginia. George Vaughn, former President of Piedmont Community College, Charlottesville, Virginia, in his recent book *The Community College President*, describes the community college as the *Ellis Island* of higher education. The editors of this monograph agree with his viewpoint and believe that the community college is definitely the *Ellis Island* for homemakers, single parents, and re-entry people in general. However, we recognize the realization that the magnitude and effectiveness of the services offered to this specific target group would not have been so enormous if **Carl D. Perkins Vocational Education funds didn't exist.** The recipients of these funds extend their deepest gratitude to the late Sen. Carl D. Perkins of Kentucky for his empathy and foresight.

The Editors wish to offer their sincere appreciation to the members of the editorial board for their assistance in completing this project. We would also like to express our appreciation to the authors who submitted articles for review and publication. We were pleasantly surprised by the number and quality of articles submitted. We also regret that we could not include several other articles submitted. We would also like to thank our research assistant, Tammy Watkins, for her dedication and skills in completing this project.

The intent of this monograph is to share with professionals examples of how vocational equity projects in the Commonwealth of Virginia have attempted to meet the varied needs of re-entry individuals. This volume functions as a description of grass root projects not as a theoretical or research document. The editors expect that others who plan to implement projects with vocational education funds can find guidance and inspiration from this document.

Ervin V. Griffin, Editor
Linnea L. Olson, Co-Editor

Vocational Sex Equity in Virginia: Ten Years of Progress

Elizabeth M. Hawa

Title IX of the Education Amendments of 1972 prohibited discrimination on the basis of sex in all educational institutions receiving federal funds. Although Title IX laid the foundation for beginning to alleviate sex discrimination in education, the 1972 law was not adequate in generating significant change in vocational education. Title IX provided for access to vocational education classes, but discrimination continued in both overt and subtle forms. For example, a counselor could discourage a young woman from participating in a non-traditional program, such as auto mechanics or welding, by saying, "Are you **really** sure that you want to take this class?" For this reason, Congress, with much urging from various outside groups, enacted the sex equity provisions of the Vocational Education Amendments of 1976 (Public Law 94-482). This legislation required that each state employ full-time personnel to work towards the elimination of sex discrimination, sex bias, and sex-role stereotyping in vocational education programs and the provision of equal opportunities for both sexes in vocational education programs. A $50,000.00 set-a-side from the basic federal grant for vocational education was to be used to administer the program.

An individual was employed temporarily by the Virginia Department of Education from February 1978 to May 1978 to begin implementing the mandate. During this period of time, the Virginia Department of Education contracted with Ellis Associates of College Park, Maryland to conduct two regional sex equity workshops in April of 1978, one in Richmond and another in Roanoke. These workshops were attended by 134 educators from throughout Virginia and were designed to address the legislative mandate of Public Law 94-482, the problems associated with sex bias in vocational education, and strategies for correcting the inequities.

In June of 1978, the first full-time vocational sex equity coordinator was employed. During these initial stages, the coordinator spent most of her time assisting state and local educators in promoting vocational sex equity by making people aware of relevant issues and of strategies to promote sex equity. In April and May of 1979, Virginia Tech conducted (for the Virginia Department of Education) five regional sex equity workshops for vocational educators and counselors in Abingdon, Harrisonburg, Richmond, Virginia

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Beach and Blacksburg. Approximately 250 educators attended these workshops designed to increase awareness of sex bias and sex-role stereotyping in instructional and guidance programs, provide strategies and techniques for eliminating sex bias, and provide an opportunity to develop a local plan of action for promoting sex equity.

Under Public Law 94-482, each state was required to expend funds to serve four target groups: (1) displaced homemakers, (2) single heads of households who lacked adequate job skills, (3) homemakers working part-time who sought full-time employment, and (4) women or men in jobs traditional for their sex who were seeking non-traditional employment. In response to this requirement, Virginia earmarked $10,000.00 in the 1977-78 **State Plan for Vocational Education** to address this mandate. A grant titled, "A Research Study of the Career Counseling Needs of Displaced Homemakers", was funded that year with the Psychiatric Institute Foundation to implement the **State Plan** activity. In 1978-79, to meet the same mandate, a $10,000.00 grant, "Displaced Homemaker Counseling Program", was funded with the Fairfax County Public Schools.

In 1979-80, three programs (totaling approximately $24,000.00) to serve the four target groups were funded with mini-grants at James Madison University, the Woman's Resource Center of Central Virginia, and Greater Resources and Opportunities for Women, Inc, of Roanoke. In 1980, mini-grants to reduce sex bias were funded at the Richmond Technical Center, New River Community College, the Home Economics Department at Virginia Tech, and the College of William and Mary. The William and Mary project was a unique effort to increase the level of awareness of and to recruit high school women on the Peninsula of Virginia for aviation careers. The William and Mary project was refunded in 1981-82 to serve high school women in New Kent and Sussex Counties. In addition, mini-grants to reduce sex bias were funded that year with Virginia Tech and the Colonial Coast Girl Scout Council. Also funded in 1981-82 was a statewide technical assistance project to work with programs serving displaced homemakers as well as three mini-grants to serve the four target groups at the Department of Home Economics at Virginia Tech, J. Sargeant Reynolds Community College, and the Dowell J. Howard Vocational Center.

In 1982-83, the Virginia Department of Education funded three grants designed to have a statewide impact. One of these grants ($19,520.00), with the College of William and Mary, was designed to provide information to high school students concerning careers in non-traditional occupations. Staff of this project worked with counselors and other education personnel in providing this information to students. A second grant ($59,996.00), funded with the Woman's Resource Center of Central Virginia, included the operation of a center to provide a variety of services for the four target groups, the development of a statewide resource directory of services available to the target groups, technical assistance to programs serving the target groups, and a

toll-free telephone number for referral of callers to needed resources and services. A third grant ($39,735.00) was funded with the University of Virginia to enhance the status of women in educational administration.

The Carl D. Perkins Vocational Education Act (Public Law 98-524) was passed in 1984. Like the 1976 Act, the Perkins Act required the employment of full-time personnel to provide leadership in sex equity at the state level. The set-a-side for administering the program increased to $60,000.00, and two new set-a-sides were included in the Act. One of those, called the "8.5% set-a-side", is for programs to provide vocational education leading to marketable skills and support services (such as day care and transportation, where needed) for single parents, home-makers, and displaced homemakers. The other, called the "3.5% set-a-side", is for programs to eliminate sex bias and sex-role stereotyping from vocational education, to expand career options for women and men, and to enable young women to support themselves and their families through the provision of vocational education and support services.

Thirty-seven programs (totaling approximately $1.8 million) were funded in 1985-86. These included 14 regional centers to serve single parents, homemakers, and displaced homemakers; two programs to enable teen-age mothers to complete high school while enrolled in cooperative education; four programs to provide non-traditional exploratory opportunities for women in trade and industrial and high technology careers; a program to implement to **Women in Non-traditional Careers (WINC) Curriculum** with adults in Roanoke; a statewide public relations program; a program to train teachers and counselors to work with other teachers and counselors on sex equity issues (a training-of-trainers program); a program to highlight non-traditional student role models; and a number of mini-grants.

Thirty-four projects (totaling approximately $2.2 million) were funded in 1986-87. These included 16 regional centers to serve single parents, homemakers, and displaced homemakers; three programs to serve teen-age mothers; six programs to provide non-traditional exploratory opportunities for women in trade and industrial and high technology careers; implementation of the **WINC Curriculum** in 12 school divisions in a region of the State; a continuation of the public relations program; a continuation of the training-of-trainers program; and several mini-grants.

In the current fiscal year (1987-88), there are 47 projects (totaling approximately $3 million). These include 20 regional centers to serve single parents, homemakers, and displaced homemakers; seven programs to serve teen-age mothers; nine programs to provide non-traditional exploratory opportunities for women in trade and industrial and high technology careers; a continuation of the **WINC** project from 1986-87; a continuation of the training-of-trainers program; the establishment of a sex equity resource center; and a number of mini-grants.

Many exciting activities have taken place during the last three years as a result of Perkins Act resources. Vocational education has become accessible

to single parents, homemakers, displaced homemakers, teen-age parents, and women seeking preparation for non-traditional careers. Through numerous mini-grants, innovative activities--including the development of recruitment materials, an audiovisual presentation for middle school students, a guide for conducting entrepreneurship workshops for women as well as projects to retain non-traditional students and to develop women as potential leaders in educational administration--have been funded. The training-of-trainers project at Virginia Tech has created the Access and Equity Network and an outstanding newsletter distributed to thousands of educators throughout the Commonwealth. For two years a public relations project at Virginia Commonwealth University generated high quality brochures, posters, book covers, public service announcements, and other materials. In 1987-88, the establishment of a sex equity resource center with the Henrico County Public Schools has made it possible to distribute the materials developed by Virginia Commonwealth University as well as other material needed by vocational sex equity programs. Virginia has moved ahead in the sex equity arena with the assistance of federal funds but, more importantly, because of the hard work of many committed people throughout the Commonwealth who manage and implement vocational sex equity programs.

Reducing the Cost of Sexual Harassment in American Organizations

Janet S. Tate

Today in American corporate offices, one hears the term "the bottom line" quite often. When it comes to the area of sexual harassment, organizations are waking up to the fact that "the bottom line" in sexual harassment can be measured in dollars. Employee frustration, turnover, and lawsuits are all making corporate America realize that sexual harassment is an important and expensive issue. This paper is an attempt to acquaint the reader with what organizations must deal with in reducing the cost of sexual harassment.

On June 19,1986, the U.S. Supreme Court decided its first sexual harassment case, **Meritor Savings Bank v. Vinson.** In its decision, the Court ruled that sexual harassment of an employee by a supervisor violates federal law against discrimination under the 1964 Civil Rights Act. In its ruling, the Court also ruled that a company can be liable for sexual harassment even if it claims to have no knowledge of such behavior.

Definition of Sexual Harassment

Since the Court's ruling, most companies and agencies have decided to take a look at the problem of sexual harassment in their organizations. The first question organizations are faced with is, "What is sexual harassment?" Simply put, Title VII of the Civil Rights Act of 1964 prohibited harassment of discrimination on the basis of sex. In 1981, the Equal Employment Commission issued guidelines and defined sexual harassment as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature, when submission is made a condition of employment or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile or offensive work environment (Virginia State Employees Personnel Communique, 1987, p.4). The key word in the guidelines is **unwelcome**. Many businessmen counter sexual harassment complaints by suggesting that women encourage sexual advances and use sex to gain promotions and favorable treatment, or that men are sexually harassed also. It is true that some attentions are welcomed and men are harassed by women; however, this is probably less than one-tenth of all incidents. In fact, when we are talking about sexual

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harassment, basically, we are talking about a man harassing a woman. Experts extimate that harassment is about 90 percent male to female. The other ten percent represents female supervisors making advances to male subordinates and gay men harassing other men (Kiechel, 1987, p.147).

Incidence of Sexual Harassment

The second question organizations ask is, "Is sexual harassment all that common on the job?" There have been a variety of surveys done on this topic, and results vary from 48 to 90 percent of the respondents indicating that they had been sexually harassed on the job. The number of complaints filed with the Equal Employment Opportunity Commission that included a sexual harassment charge rose from 4,272 in 1981 to 7,273 in 1985 (Jones, 1987, p.108). Women are overwhelmingly the plaintiffs in these cases. Sexual harassment, like rape, is grossly under-reported. Many experts feel that like rape, sexual harassment has its basis in the exercise of power rather than lust. In sexual harassment cases, the greater the disparity between their positions-he as boss can fire her, and she as secretary desperately needs the job to support a family-the stronger the coercion.

Cost of Sexual Harassment

The third question organizations ask is, "What's the advantage of my organization making an effort to prevent sexual harassment?" Putting aside the fact that sexual harassment is a violation of human dignity and is now against the law, sexual harassment is costing organizations BIG BUCKS. Sexual harassment reduces employee production. Sexual comments, jokes and propositions all take time away from the job. Employees who are harassed and feel they must continually dodge a supervisor's, fellow employee's or client's advances cannot be fully productive workers. Many women who are harassed just quietly quit. The organization then loses the money spent on training that employee and has the added expense of training a replacement.

Another major cost area is female employees who are filing suits against employers and employees based on sexual harassment charges. Civil suits are bringing bigger damage awards than actions under federal or state anti-discrimination laws. Courts are awarding thousands of dollars to employees who have been sexually harassed by their employers. The average size of jury decisions or settlements is in the $60,000.00 to $75,000.00 range, but some have gone as high as $500,000.00 (Levine, 1986, p.145).

When the cost of litigation is added to the damage awards, companies are finding that to ignore sexual harassment in their organization is to set themselves up for a financially damaging lawsuit. In a recent lawsuit against Burlington Industries in Rockingham County, North Carolina, a jury awarded the plaintiff $60,000.00 in damages. Even more important than the financial punishment was the jury's message to the corporate community. Juror Jeannie Justice stated, "We want other companies to know that this kind of sexual harassment will not be tolerated. We didn't want to hurt Burlington severely,

but we wanted them to take notice." (Adams, 1987,p.D1). Apparently, when corporate America is hit in the wallet it takes notice and that is where sexual harassment charges are moving today.

Prevention of Sexual Harassment

The fourth question organizations ask about sexual harassment is, "What can we do to reduce or prevent sexual harassment?" At a minimum, the organization should have a well-publicized corporate policy defining what constitutes harassment and forbidding such behavior. It should also state the action the corporation will take on violators of company policy in this area. However, the best cure for sexual harassment is prevention, and the best form of prevention comes in the form of education. Organizations should be offering workshops in which men and women talk with each other about their perceptions on sexual matters and how they differ. Workshops should also be offered educating women on ways to effectively handle sexual harassment (Allen, 1987, p.97).

The least costly way of informing employees about sexual harassment is the use of a memorandum, newsletter or handout. The following is a list of steps an employee can take to stop sexual harassment which could be included in company correspondence.

(1) Tell the person who is harassing you in no uncertain terms that you feel his/her behavior or statements constitute harassment and you plan to take action if it is not stopped. It may help to notify in writing the person harassing you that you intend to take further action if harassment does not stop. A certified letter can be used in this case; be sure to keep a copy of any letter you send.

(2) Tell others, perhaps a friend or co-worker. This conversation may produce some interesting information. If one woman in the office has the courage to tell others that the boss is sexually harassing her, it may emerge that he has made a pass at every woman who works for him. Sexual harassers who don't get caught, or who are successful, tend to try again.

(3) Document the incident as soon after it occurs as possible. Write down everything that happened, what was said, and identify any witnesses.

(4) If you get nowhere trying to handle the problem on your own, take your complaint to the proper officials in your organization.. Again, be sure to document all contacts with management on this matter.

(5) If your employer fails to take action or solve the problem, your next step would be to file charges with the EEOC. To gain help in handling a sexual harassment charge, you can contact your local EEOC office or the National Organization of Women. In rural areas, your local EEOC representative can be located by contacting the nearest Virginia Employment Commission Office.

Sexual harassment is not new; however, our willingness to confront and deal with this important issue is new. Since the decision handed down by the

U.S. Supreme Court in 1986, organizations have been forced to look at the financial impact of sexual harassment. In our capitalistic society maybe a "punch in the pocketbook" is an effective place to start change.

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The Role of a Career Resource Center in Extending Vocational Sex Equity into the Classroom

Carol B. McCune

Introduction

It has been twenty-five years since the publication of Betty Friedan's *The Feminine Mystique* exploded upon the world, signaling the beginning of a major push toward sexual equality throughout society. The Equal Pay Act of 1963 emerged at the same time, the first of a series of federal laws and regulations concerning sex discrimination in employment, and in 1972 the Education Amendments were passed, with Title IX prohibiting discrimination in federally funded education programs on the basis of sex.

Since then, many manuals have been written for the purpose of aiding teachers in gender equitable career education. There are also manuals which develop an even broader approach to the question of life management from a gender equitable point of view. Books and films are available which stress the possibilities open for everyone in non-traditional careers, and yet the number of students enrolled in non-traditional subjects has not increased appreciably.

Project Design

The problem, of course, is multifaceted, and certainly cannot be answered with any sort of "a quick fix", and yet there are various avenues to be explored which may help arrive at some solutions.

One proposal has been to increase the amount of sex equitable career education in the schools. The hope is that a greater exposure to the possibilities of careers available to all people will lead to the pursuit of these careers by more students, instead of the traditional careers usually accepted. The broadening of the mind may lead to a broadening of the range of choices. However, one of the most striking things about career education is that in most school systems it is not seen as part of the continuum of the general education process. It may be included as an exploratory course for a six-week period in the junior high school, but most likely it will be overlooked until students have to decide what track they will take in high school--academic or vocational. Even then, the decision making will be based upon grades, the students' vague knowledge of different choices open to them, the recommendations of a sincere but usually overworked counselor, and most importantly, what significant others expect them to become in order to fulfill their roles in society.

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The students are tracked into career paths with little training or knowledge of what implications other career choices might hold for them. Students who follow the business office skills path because their friends are taking the same thing, are limiting themselves as much as the students who stay strictly in the academic track, and drop out of college after one or two years with no idea of what they want to do as well as having no practical skills to put to immediate use.

Clearly, something has got to be done to ingrain in these students a sense of the vocational possibilities available to them as well as the lifestyles which will be determined in large part by their choice of vocation. Their awareness, not only of their capabilities but of the world around them, must be heightened so that years are not lost pursuing an education in a field because "everyone else" is doing it, or "my parents think this is what I should do."

Some educators believe the answer lies in infusing career education into the curriculum; of making it a part of every subject, from math to music, from kindergarten to twelfth grade (Duffy, 1984; Tennyson, Hansen, Klaurens and Antholz, 1980). Very few would disagree that introducing the concepts of career education should begin at the earliest stages. They would only raise the question, "How?" "How do we pursue such a lofty goal which is not already a part of the curriculum? How do we find the time to locate the materials to help students become well informed about life's possibilities and be able to pursue them with confidence? We, ourselves, have not been trained in this area, and most importantly, do not have the materials available to infuse career education into the curriculum. Where and how do we begin?"

Method

One approach to this problem is to develop a career education resource center which will research and collect materials suitable for the classroom, analyze the materials in terms of their gender-equity, and develop an annotated bibliography of materials available. The success of such a center will depend upon the amount of face to face contact educators have with the center personnel. Just having a center and announcing it is not enough. Teachers need to feel at ease in using the center, and feel that the center personnel are aware of their needs and eager to be of service.

Ideally, resource centers should be located in each school, where teachers would be able to research the materials in their planning periods, or call upon the center coordinator for aid and advice as needed. Realistically, the costs of resources and personnel to research them often precludes the formation of a career education resource center at each school, or even within some school systems. The next best alternative then, is to develop a regional resource center, with full time, trained personnel, who are able to go out to the individual schools, and either hold workshops with groups of teachers or have separate sessions with individual teachers. The workshops should be designed to raise the teacher's level of consciousness concerning career and gender-equity education as well as make them familiar with the resources.

Sample materials, clips of films, handouts and quizzes about the state of the world and career choices may all be included in workshop sessions. Annotated bibliographies of available resources would also be distributed to each school. In this way, by actively reaching out to the teachers, the center becomes known as "user friendly", and teachers will become less hesitant to request its resources.

Another very important facet of a center should be its willingness to help guidance counselors develop new programs. One service may be to implement a series of workshops aimed at parents of high school and junior high school students most likely to be involved in non-traditional course offerings. Since parents' attitudes are a major force in determining the degree of involvement of the student in the program (Houser, 1983; Tennyson et.al., 1980, page 7), soliciting their involvement and support is very important to the choices students make. Career resource centers could also develop brochures or handouts to be given to parents of elementary students explaining their crucial importance to a child's choice of career. Centers could develop work shops for parents to help them learn how to reinforce nonstereotypic activities, be more effective in their children's vocational growth, and to see themselves as major role models in the career decision making of their children. Another degree of involvement would be to help guidance counselors develop career fairs promoting vocational programs aimed at different levels of student interest. The important point here is that the center personnel communicate their willingness to be involved, to research, and to be of aid with new ideas and strategies whenever possible.

A center may have developed a fairly complete set of resources,be doing active outreach to schools, be involved in setting up various career education programs with teachers and counselors and yet amount to nothing over the long term unless it has continuity. Centers must be active for a number of years before their effectiveness can be measured. What they try to develop is a change in attitude, an awareness of opportunity available to everyone. But changes in attitude take a long time. Studies have shown that single courses have a negligible affect on changing attitudes about the workplace (Brooks, Holahan, and Galligan, 1985; Weeks and Porter, 1983). In order for a center to realize its goal of attitude change toward not only careers but career education, they should be willing to commit themselves long-term. To do anything less is to do a disservice to the school personnel who have come to rely on them for advice as well as resources.

Implementation

Career Development Consultants, Ltd. has a grant from the Virginia State Department of Education for such an innovative approach to career and gender-equity education. We have developed a resource center stocked with curriculum guides, films, videotapes, books and pamphlets, all up to date and equitable. The teacher-consultant plans outreach programs to school personnel in a twelve-school system area, meeting with counselors and faculties

of middle, junior and senior high schools. Meetings with counselors involve presentation of materials dealing with career opportunities, "reality" papers showing educational and employment statistics, discussion of the center and its role in helping counselors develop programs on a variety of topics, career fairs, parent workshops, brochures, etc. An annotated bibliography is also reviewed with each counselor.

Teachers on middle school and high school levels have been reached through workshops held after school. Awareness quizzes helping each person realize we are all sexist, to a degree, are circulated. Discussion is then held on the meaning and role of career education and the possibilities for infusing it into the classroom situation. Clips of available films are shown, time permitting, and sample curricula from several available manuals are distributed. The annotated bibliography and other materials are distributed at the conclusion of the workshop. Due to time and personnel limitations, elementary schools have not been directly contacted as yet, although any school requesting information has been serviced. Response from the schools has been, for the most part, enthusiastic, with additional materials being requested and several counselors indicating a desire to have the center help them develop career fairs and parental outreach programs. The potential for the center to develop into an active agent for change is enormous.

Conclusion

Equality of education and equal opportunity in education and employment are the law. Equality, however, exists in the mind as much as it lives in the courts. To truly feel equal children must be treated equally, by parents, friends, teachers, counselors, and administrators. This means a major readjustment in the minds of many people, for old habits and old stereotypes die hard. Developing career education resource centers which can give research, aid, and materials to schools and parents, and help develop outreach programs to speed community awareness at the same time, will help break down those restrictive stereotypes and help our children grow in awareness of their potentials and the vast array of choices available to them.

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Non-Traditional Exploratory Programs for Women: An Innovative, Educational Experience for Day and Evening Students

Jeffrey Porter

The Carl D. Perkins Act of 1984 mandates that funds be allocated in each state to be utilized for training, re-training, and employment development specifically geared toward the adult learner. This comprehensive legislation not only provides financial assistance, but incorporates social and emotional support mechanisms. The Perkins Act represents an encompassing approach to higher education and allows the large number of non-traditional students, mostly females, access to institutions of higher education.

Through funding received from the Virginia Department of Vocational Education, Patrick Henry Community College (PHCC) has developed and implemented a comprehensive Center for Non-traditional Studies. This Center administers two innovative vocational sex equity programs, Breaking Barriers and Nite Owls. These programs are invaluable in serving a long neglected, special population consisting of unemployed and underemployed women who would not be able to attend an institution of higher learning. With these programs, opportunities have been provided for women to enter industrial, trade, and high technology areas traditionally populated by men.

Breaking Barriers: Women at Work

The Center for Non-traditional Studies began operating this program at PHCC in the fall of 1985. The Breaking Barriers project was born out of the need to provide training and exploratory experiences for the growing number of unemployed or underemployed women in the local service area. The program annually assists 75 women in exploring male dominated careers that local business and industry have targeted as being potentially lucrative for females.

Implementation

The format of the program includes a series of five (5) specially designed courses in which participants are enrolled over a two-quarter period. The courses are divided into two distinct entities: A Career Development/Vocational Equity course (orientation), three exploratory courses (skills), and a

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Seminar in High Technology. This arrangement creates a relatively light course load during the orientation segment and a more challenging load during the second quarter.

The first quarter is spent in a course entitled Career Development/Vocational Equity. This course acclimates clients to the community college experience by providing knowledge of job search strategies, self-assessment, motivation, self-esteem, pre-employment skills, and gender bias. Also incorp orated into the Career Development/Vocational Equity course is a support function that allows the women to share concerns, fears, experiences, and hopes for the future. This support group is built into the framework of the course to create continuity in the overall learning process. In this manner, "learning" in the classroom and "growing" as an individual do not become divorced from each other, since each plays a very important role in the total education of the individual. Hence, support networks become established and the goal of "belonging" occurs. As a means of challenging options and evoking emotion, guest speakers conduct an open forum type of presentation. In the past, presentations have dealt with topics such as multiple role management, generating self-esteem, spouse abuse, substance addiction, and study skills. Equally relevant topics are a continuing priority for the program.

The second quarter of classes includes a Seminar in High Technology that serves as a hub for guest lecturers and a support group for program participants. In addition, clients choose three (3) "hands on" exploratory courses which provide a broad overview of the selected disciplines. The exploratory courses are chosen from the following: Introduction to Microcomputers, Fundamentals of Drafting, Basic Electronics and Automotive Technology. A certificate is awarded upon successful completion of these courses.

Nite Owls: Women Exploring High Technology-Careers at Nite

This program annually allows 75 women to enroll in an evening exploratory course consisting of five (5) classes over a two quarter period.

The Nite Owls Programs has accommodated and continues to accommodate an expanding population of single female heads of households. Specifically targeted for participation are those women who are underemployed and who work in low-skilled, low-paying jobs during the day. Without specific training, many women have accepted their positions with little hope for further advancement, salary increases, or job satisfaction. The Nite Owls Program has offered a much needed option, allowing the women an opportunity to enter high technology fields, formerly populated almost entirely by men.

Implementation

Students enroll and complete a total of five (5) courses over a two quarter period. These courses were designed to help women become computer literate and to expose them to practical applications and emerging technological processes.

The first quarter is spent in the same Career Development/Vocational

Equity course which is required of all participants in programs administered by the Center for Non-traditional Studies. The second quarter focuses on completing a Seminar in High Technology, Computer Concepts, Spreadsheeting on a Microcomputer and Computer Applications. This innovative series of courses provides a "hands on" approach to gaining job-specific marketable skills that local business and industry have identified as advantageous for women desiring to enter the job market.

In an effort to utilize limited institutional computer resources, the Nite Owls Program is divided into an early group that meets from 5 p.m. - 7 p.m., and a late group which meets from 7:30 p.m.-10:00 p.m. Classes are held on Monday, Tuesday and Thursday evenings.

Results

Since it was established in the fall of 1985, 226 women have received one or more services from the Breaking Barriers Program. In addition, 128 women have graduated with a certificate of completion.

Prior to the establishment of Breaking Barriers, very few women were represented in non-traditional vocational programs at Patrick Henry Community College. However, female enrollment in the drafting program doubled from 7 in 1984-85 to 14 in 1985-86. During the same time, the number of females in the Electrical/Electronic Program increased from 1 to 23; female enrollment increased from 1 to 21 in the Automotive Maintenance and Repair Program; and female enrollment jumped from 1 to 13 in the Electronics degree program.

An average of 50 percent of the graduates continue their education in a college academic or vocational program and 10 percent in non-traditional fields.

As a direct result of the training received, 26 of the 84 participants obtained employment during 1986-87. Of these, 80 percent received jobs paying above minimum wage. Several women received positions in non-traditional areas such as machine repairing, automotive maintenance, and industrial supervision.

Conclusion

Recent evaluations have indicated that the programs are a success at PHCC because there is a need for them and because there are staff who understand and care about the students. In addition, the Southern Association of Colleges and Schools, during their ten year accreditation visit, stated that PHCC should be commended for establishing a Center geared specifically toward meeting the needs of non-traditional students.

The three-year study conducted by the Center for Non-traditional Studies indicates that the programs have served as very important vehicles in increasing campus enrollment. More importantly, the programs enabled women to enter industrial and technical programs, traditionally dominated by males. It is evident that these non-traditional exploratory programs are aiding in eliminat-

ing sex role stereotyping in the community and serving as a model for future non-traditional vocational education efforts.

Women in High Innovative Technology Studies

Linnea L. Olson and James H. Gibson, Jr.

Introduction

The last two decades have ushered new consumers to the doors of higher educational environments in urban and nonurban areas. Consequently, the student body has been transformed into two main classifications, traditional and non-traditional students. Notably, within the non-traditional population who seek a college education for initial career preparation or retraining, a significant number have been women.

This enrollment trend has also been experienced at Southwest Virginia Community College where historical role concepts and expectations for males and females seem to prevail. The female enrollment at the College has increased 156% over the last decade. In 1985, the Winter Quarter female enrollment was 45% of the total student body whose average age was 28. Of the 1,717 females registered at the College in the winter of 1985, 65% were 25 years of age or older. These women enrolled to gain marketable skills for a good paying job. Yet the majority of the individuals who enrolled in traditional curricula such as nursing, secretarial science, and education were unaware of the lucrative opportunities available in the non-traditional curricula of electronics, computers, and drafting and design. The Women in High Innovative Technology Studies (WHITS) project has addressed this disparity through an intervention model that orients re-entry Appalachian women to current and futuristic life-career paths and non-traditional skills for industry.

Project Design

WHITS offers 10 weeks of high-tech exploratory activities to 15 re-entry women each quarter of the academic year. The project serves rural Appalachian women who are either homemakers, single parents, divorcees or widows and must enter or re-enter the world of work outside the home.

The project design incorporates the following objectives stated in the Virginia Department of Education Vocational Equity Request for Proposal Packet (1985). They are:

1. To provide information to women on careers as technicians, skilled workers in the technical fields, and new and emerging high technology

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occupations.

2. To provide activities, including hands-on experiences, to introduce women to the world of high technology.
3. To provide an understanding of math and science application related to the use of computers.
4. To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes), vocational equity for men and women, and how this is related to opportunities in high technology occupations (This might be provided in group counseling sessions as well as through presentation by resource people).
5. To provide support services, including child care and transportation, where needed, for program participants.
6. To evaluate project activities, document results, and comply with Department of Education reporting requirements (p. 18).

In addition to these objectives, three other variables promote the successful implementation of WHITS.

First, the project's co-developers, the engineering division chair and a student development counselor, bring their respective expertise to the project design; thereby, interfacing the technical academic component and the non-academic support services. Second, the class requirements enhance an interdisciplinary emphasis that fosters an holistic career development model. Third, the project design maximizes services that facilitate adults in returning to college by minimizing the impeding factors.

The research findings of a study conducted by the Appalachia Educational Laboratory Lifelong Learning Program at Southwest Virginia Community College during the fall admissions processes for 1981-83 influences the project design. The findings identify several facilitating and impeding factors that affect adults entering the College. The figure below summarizes these factors.

FIGURE 1

Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School

Facilitating Factor Categories	**Impeding Factor Categories**
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators	Apprehensions about self
Encouragement from others	Handling multiple responsibilities Time management concerns

Based on the facilitating factors mentioned, WHITS offers participants an introduction to high and innovative technology, academic-support services, and a review of basic education skills. A review of the basic skills of reading, writing and mathematics is essential to the success of this project since most of the participants have been out of school for a considerable length of time. All of the courses including the basic skills course serve as a bonding agent for the group by encouraging the participants who are more adept to assist those who are not.

In the mathematics course, for example, the participants are given a comprehensive inventory to determine the median level for the group. Those who score below the median level are encouraged to take developmental arithmetic; those who score above the median are encouraged to take advanced mathematics. This concept allows for a bonding and positive reinforcement process that continues when the participants have entered other programs.

WHITS participants are restricted to specified class sections for one quarter before mainstreaming into the general student body. The classes have structured course outlines, but flexibility exists to allow the inclusion of special interests and concerns of the group. The project offers a four-day instruction week; past participants stress the need to continue this schedule. These women feel that a "day off" during the week allows them to take care of business (i.e., banking, shopping, and doctor appointments). This break helps participants make a smooth transition from their routine duties to those of a full-time student. Most of the women find that they can adjust to a full-time student schedule after the one-quarter transition. Although these participants generally have many home responsibilities, these rarely interfere with attendance.

Certain classes emphasize value analysis, motivation, personal growth, and futuristic life-career paths. For example, the Industrial Dynamics course includes planning and goal setting for business and industry, and the course content relates those same skills to the individual. In fact, women find that traits of successful corporations form useful strategies for fostering personal growth and that successful companies are comprised of innovative people with positive traits that can be learned and developed. In addition to learning this information, participants formulate a plan of action for entrance into the world of work and the fields of high technology.

In order to reduce the sometimes overwhelming effect of new technology, instructors and on-site technologists demystify the high technology myths by explaining that high technology is often a refinement or reapplication of existing practices. An example of this demystification can perhaps be best explained by experiences of participants programming a computer using machine language versus operation of a "user friendly" computer. Participants find that viewing the interior of a scientific computer is amazingly similar to viewing a "user friendly" computer. Once the participants see that similar components ard circuitry are used for both applications, it becomes easier for

them to visualize working on any type of digital circuitry.

Classroom analysis, field trips, and demonstrations are utilized to investigate the impact that new and emerging technologies have on our society and the opportunities available for career decisions. Classroom modules and field trips reinforce the need for technical personnel at the levels of engineer, technician, assembler, and operator. The participants have the opportunity to ask questions of personnel at all levels of technology.

The courses that have been developed and included in WHITS are briefly described to illustrate the content. The programs that have been designated as high technology at Southwest Virginia Community College are the Associate in Applied Science programs in Drafting and Design and Electronics. Instructors emphasize, however, the end components of high technology exist in all levels of business and industry, as well as the home. The courses in the program for Women in High and Innovative Technology Studies are as follows:

The student development orientation course, New Directions for Women (2 CR), involves an exploration of individual interests, abilities, and values through career interest inventories, class discussions, group counseling, and guest speakers who are role models within high-technology careers. The participants discuss traditional and non-traditional role values relating to women, career opportunities and obstacles as well as stress management and strategies to reduce stereotyping and discrimination.

Calculations and fundamental applications as they apply to electrical/electronics problem solving are taught in the course, Electrical/Electronics Calculations (4 CR). After a review of basic arithmetic and basic electrical terminology, calculations are introduced as applied problems.

Speech Communications (3 CR) is designed to reduce the high anxiety of speech class participants by promoting self-confidence and a positive self-image. (Many psychologist believe that the greatest fear of most adults is speaking before a group). Anxiety is reduced through one-on-one and group exercises along with a supportive atmosphere that lead into the basic forms, uses and techniques of communication. The women learn to express themselves on a variety of issues that effect them as individuals as well as members of society.

Advanced Reading (2 CR) is a competency based course which includes skill development in the following areas: comprehension, vocabulary, word analysis, and spelling. The Whimbey Analytical Skills Inventory (WASI) is used to determine the participants' abilities, and progress is measured by using the Nelson Denny test for comprehension and vocabulary.

The Seminar and Project in Drafting (2 CR) gives the participants hands-on experience with computer-aided-drafting using the IBM computer. The course stresses needed capabilities of the computer for drafting applications and the menus and mechanics of the IBM computer. Using tutorial instructions, the participants learn to duplicate assignments with increasing increments of difficulty. The final project is the completion of a drawing using

specified functions of the computer and their own imagination. Although line dimensions, requirements for line widths, and proper lettering are explained in conjunction with the computer, emphasis is still placed on the need for traditional board skills for those who choose to enter the technology fields.

The Seminar and Project in Electronics (2 CR) introduces word processing and computer art on the user-friendly Apple Macintosh computer. The course begins with an introduction to computer literacy. This module demonstrates Apple Macintosh computer skills and the participants progress through the word processing (MacWrite) and computer art (MacDraw) programs available with the computer. The participants learn to originate, edit, and manipulate, documents at the beginning of the term, and utilize the "Macs" throughout the program for their other courses. Electronic chips are discussed and demonstrated using audio-visual material and electronics laboratories. It is at this point that they are introduced to several of the innovative products that are readily-available and under development. Another module informs them about laser and the principles of laser technology. Robots and robotics are introduced using audio-visual material and laboratory demonstrations. The final block of instruction in this course is an introduction to satellite television receiver systems and digital communications. This module reinforces hands-on demonstrations of an actual system.

The Field Trips in Industrial Technology course (1 CR) offers participants the opportunity to visit local high-tech businesses and industries in order to reinforce the aspects of design, testing, manufacturing, and end-use of technology that are explored in the other classes. Also, the tour of businesses and industries encourage the demystification of future career environment by talking with career people within various levels of a company.

Project Results

Criteria for measuring success of this intervention model are as follows:

1. From Winter '86 to Winter '88 the WHITS project will have provided high-tech instruction and academic support services to a minimum of 90 rural Appalachian women who are either homemakers, single parents, divorcees, or widows and must enter or re-enter the world of work outside the home.
2. Of the participants who enroll, 90% will have completed the project.
3. The number of women who enroll in electronics, drafting, or a related non-traditional program will have increased 50% because of WHITS as compared to the number of women who enrolled in these curricula during the Winter of 1986.
4. Evaluations will have indicated that the project has a positive effect on the participants

Two hundred and fifty-two (252) rural Appalachian women have inquired about the project since its inception. From these inquiries 106 re-entry women enrolled in the WHITS project from Winter of 1986 through Winter of 1988. Ninety-eight percent (98%) of the participants were first generation college

students at the time of their enrollment. The average age of the participants has been 32 with an age range from 19 to 55. Sixty-two percent of the participants have income falling below the poverty level. See Figure 2 for a description of the participants' marital status and Figure 3 for the educational level of the participants at the time of their enrollment.

FIGURE 2 MARITAL STATUS

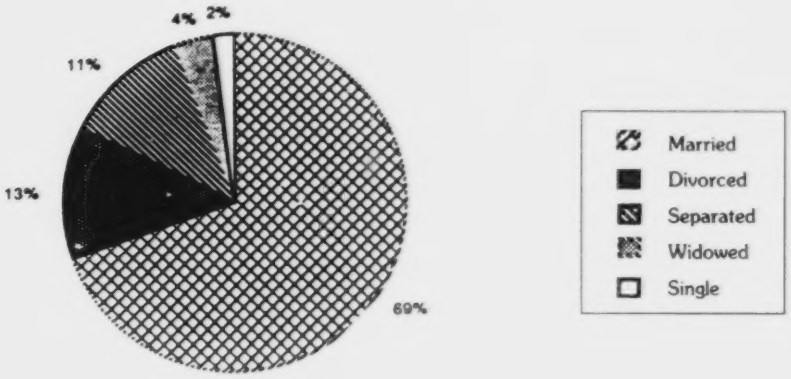
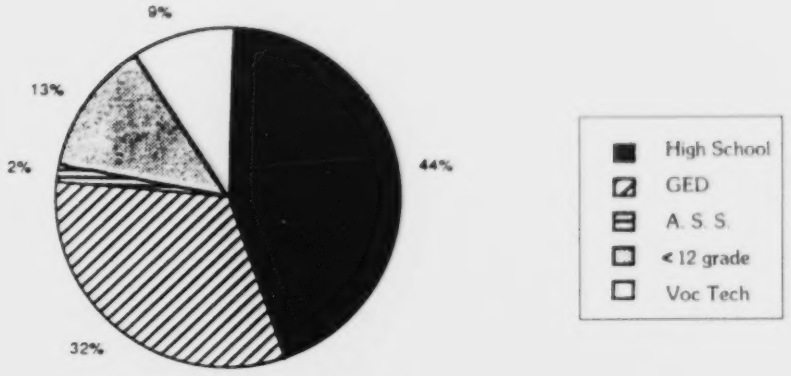


FIGURE 3 EDUCATIONAL LEVEL



The retention rate of participants completing the 10 weeks introductory project by quarter is as follows: Winter '86 - 93.3%; Spring '86 - 80%; Fall '86 -80%; Winter '87 - 83%; Spring '87 - 69%; Fall '87 - 86%. The project's cumulative retention rate is 78%. The following data reveal the percentage of participants in each quarter who enrolled in non-traditional curricula after completing the WHITS project, Winter '86 - 29%; Spring '86 - 42%; Fall '86 - 25%; Winter '87 -40%; Spring '87 - 55%; Fall '87 - 63%. These percentages represent a 65% increase of rural Appalachian women in non-traditional engineering curricula. These data do not reflect the Winter '88 retention and non-traditional figures because the quarter has not finished. Of the total number served, 24% chose not to continue post-secondary education at the time of completing the project due to personal responsibilities, but 76% are continuing in a college program.

Overall evaluations from faculty and students have been positive. Their statements reflect not only positive feedback but appreciation as well. "WHITS is a great opportunity. This program has been a life saver for me, it has helped me in so many ways." "They made us realize the many opportunities that are available to us." "Without it I would have no great hopes for the future." The third-party evaluator, Dr. Dan Vogler, VPI and SU, states that he is "...pleased to report that this project is among the very best. The plan, implementation strategies, management, outcomes, and promise for future benefits are outstanding."

Even though the overall evaluations are positive, recommendations exist to determine the future effectiveness of this intervention model to vocational education. A cursory review follows.

1. Even though the project impacts as an intervention model for introducing rural Appalachian re-entry females to non-traditional high-tech careers, what strategies are most effective with subgroup characteristics must be investigated. This information would shed light on ways to increase retention.
2. Since the overwhelming majority of participants have worked outside the home, it is recommended that the project select only women who have not worked outside the home in order to study the project's effectiveness with a less knowledgeable population.
3. Extensive interviews should be conducted with those who pursued a curriculum to ascertain their reasons for choosing a non-traditional career rather than a traditional one. This information would shed light on what strategies are working and which ones are not.
4. An examination of the family unit as a supporting entity would be beneficial.
5. More projects such as this need to be implemented with dissimilar target groups to determine its transferability to other populations.

Conclusion

The WHITS project demonstrates how the barriers of insufficient education, scarce personal and institutional financial resources, lack of child care

facilities, limited transportation, and an ethnic culture can be reduced for re-entry females. WHITS accomplishes success through a collaborative effort among federal, state, and local governments as well as higher education, community agencies and local industries. In addition, the project design provides an effective holistic career model that introduces a high-risk population to non-traditional careers. Finally, the long-term impact of WHITS fosters upward mobility opportunities to a unique population who otherwise would not be aware of these career options. It reaches an overall goal of eradicating the perception that high-tech careers are alien and out-of-reach to re-entry women.

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A Vocational Equity Career Development Program for Men and Women

Cheryl S. Joyce

Often when individuals are asked to explore the world of work to decide which occupations they want to enter, they are at a disadvantage. This may be a result of the restricted number of role models in various occupations, the lack of information or from the sex bias and stereotyping that constricts their career options. Several activities were planned and carried out during the 1985-86 year at Patrick Henry Community College to provide a means of overcoming these limitations when making vocational decisions. Through such activities, it was and continues to be possible to broaden the horizons of those we serve by opening up a door to the whole world of work--not just a part of it.

Grant funding from the State Department of Vocational Education, Sex Equity Division, made it possible to organize and conduct various activities which would address the issues often restricting vocational choices. The objectives of the grant project were as follows:

I. To develop vocational equity in-service activities for teachers, counselors, and/or administrators.

II. To consolidate job search materials in the form of a placement manual which would assist students in the career development/job search processes.

III. To organize and implement a non-traditional career day for students which would promote vocational equity in local business and industry.

Procedures Followed

Faculty, staff and administrators participated in in-service activities which focused on identifying and eliminating sex bias and sex stereotyping in advisement and instruction. Bibliographic references including articles, and research reports on the importance of recruiting non-traditionals were provided. Similar references were provided during a counselor information workshop for secondary counselors in the service region.

A placement manual, **Making Your Pitch**, consisting of tips for the job

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search was developed and disseminated to students and interested community members. In addition, a newsletter containing job search tips and employment trend information was developed and distributed in the same manner.

Career Day allowed over 200 students the opportunity to gain an awareness of the numerous employment opportunities available in the service region. Fifteen representatives from local business, industrial and service oriented settings provided displays and materials to give students information concerning the functions, products and services and opportunities within each organization. Students were encouraged to discuss with representatives the special opportunities available for non-traditional workers.

Results and Accomplishments

Activity 1: In-service Training

A limited number of faculty, staff and administrative personnel attended an in-service workshop entitled "Colleges as Influencers." A tape of this title, which was developed through project Born Free, was used as a springboard for discussion to assist each participant in gaining an awareness of attitudes and actions which may promote rather than inhibit sex role stereotyping. A brief discussion followed concerning ways that educators may provide students opportunities for heightened vocational awareness free of sex bias.

Faculty, staff and administrators not in attendance were provided with the same materials. Additional information received as a result of grant funding and from contacts made with those who had devised similar programs was made available to all faculty and staff through the Career Development Center. Since the completion of this project, the commitment to recruiting students into non-traditional curricular areas has increased. Employees at Patrick Henry Community College also are aware of the verbal and non-verbal messages they give and the possible impact that those messages have on the lives of students.

Activity 2: Job Search Manual

Information and guidelines to assist students in the career development/career search process was consolidated into a single placement manual. **Making Your Pitch**, a 20-page manual, includes the following topics: Determining Your Job Goals, Identifying Your Career, Your Contract Network, Identifying Employers, Resume Writing, Letter Writing, The Interview, and The Employment Offer. Two thousand copies were made available to students, alumni and members of the campus community.

As an outgrowth of this activity, the development and publication of an on-going newsletter, Placement Lines, began. Several sources are used to gather data and expertise on the world of work, job market data, and on job search tactics. Not only has it provided information on a state and national basis but the newletter also notifies students of upcoming events in the college service region.

Activity 3: Career Day

Old Images-New Perspectives was the theme of the 1985-86 Career Day.

The objectives of this activity were:

To market services available through local business and industry.

To acquaint the college community with career opportunities available in local business and industry.

To provide first hand information as to the equal employment opportunities available through education and experience.

To focus on employment of men and women in non-traditional areas.

To illustrate the variety of positions available within a single curriculum area.

To assist students in the career decision-making process.

Responses to Career Day were very favorable. Displays were arranged in an arena-type fashion which allowed individuals and groups of students to browse through and view video and slide presentations as well as listen to representatives speak of opportunities with their respective organizations. In addition, students talked about opportunities within a chosen curriculum, job forecasts and information concerning non-traditional opportunities. Representatives at Career Day were impressed with the types of questions asked by students as well as the enthusiasm shown in learning more about the organizations represented. Students made comments such as "Boy, it was an eye opening experience.", "I didn't know I could work in the furniture industry with a degree in Interior Design.", "I was impressed with the opportunities available at...", and "I'm glad I had to attend" (a class requirement).

Students are increasingly becoming aware that not all jobs are advertised. It is essential to make contacts in order to uncover the names of employers who, in the normal course of business, hire individuals in the area of the students' interest. By identifying and contacting potential employers one will eventually uncover actual openings.

Two additional groups of activities evolved following the success of "Old Images-New Perspectives." On campus recruiting was held twice during the 1985-86 academic year. A preselection process, designed to simplify the application and interviewing process, was mutually convenient for students and employees. National School Guidance and Counseling Week activities were scheduled in February during Vocational Education Month. Again, professionals from business, industrial, and self employed settings were present to provide information on various career and job related areas.

The Dabney S. Lancaster Community College Regional Center for Vocational Training

Patricia E. Bennett

For three years Dabney S. Lancaster Community College has been the home of a Regional Center for Single Parents/Displaced Homemakers. During these three years the Center has served over two hundred (200) parents, chosen from over three hundred (300) applications, within DSLCC's service areas which include the cities of Buena Vista, Clifton Forge, Covington, Lexington and the counties of Alleghany, northern Botetourt, and Rockbridge. The Center has grown from serving forty-one (41) participants the first year to over one hundred (100) the third year.

Center Services

Each year participants have been served in various ways, personal and academic counseling, vocational training, and job placement. Males and females from ages 18 to 50 who are single parents/displaced homemakers have enrolled in classes to obtain a GED, vocational training to find a job, upgrade job skills for job advancement or for career change.

Since the Center's home has been on campus, all of the services offered by the community college have been available and convenient for the staff and participants. DSLCC's entire offering of on-campus and off-campus classes have been open to all participants. Each enrolled in either short programs (10 weeks), one year certificate programs or associate degree programs. Participants attended full time (over 12 credits) or part time (11 or fewer credits). The staff has made a strong effort to work with each individual's personal schedule when working on his/her class schedule, since most participants have children and/or have part or full time jobs.

Marketing Techniques

At the beginning of each academic year the Center's staff has advertised heavily the available services. Advertising has been done through radio, newspapers, flyers, brochures, letters, and the most successful-"word of mouth". Throughout the academic year "word of mouth" has been the only advertisement needed. Each potential participant filed an application and

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each application was reviewed by the Selection Committee which consisted of college staff and faculty. The committee approved applicants who had no high school diploma, little or no vocational training, received welfare services and who financially could not afford the training on their own.

Implementation

Approved applicants received tuition, books, and supplies the first quarter. During the first quarter, the Center's staff and DSLCC's financial aid director helped participants apply for PELL grants so that tuition, books, and supplies could be covered by PELL for the following quarter. If a participant was not eligible for PELL, the Center provided assistance until he/she became eligible. All approved applicants received child care and transportation, if needed, while enrolled in classes. Since the Center was able to enroll a limited number of participants due to the amount of funding, those applicants who were not initially approved were put on a waiting list for possible openings throughout the academic year.

Workshops and discussion groups have been held each quarter. Workshops are held periodically for all participants and small group discussions are held weekly in the Center's office lounge. Topics came from participants input and needs developed by the Center's counselor. Topics included job placement, resumes, personal appearance, health topics such as Aids, drugs, stress, depression, and personal health, communication skills, being head of household, money and time management, and dealing with separation and divorce.

Innovative Instructional Materials

Each quarter, two classes are offered that participants are strongly encouraged to enroll in. These classes are "Single Parent Families" and "Psychology of Women's Development". Issues dealing with single parenting and being a female in today's world are explored. A workbook entitled "Getting to Know Me" by Vicki L. Riley, Instructor of Psychology of Women's Development," was designed especially for this course. The workbook includes discussion topics and worksheets dealing with areas important to our female students. The areas include self-concept (exploration and awareness, acceptance of self, and building self-confidence), health (exercise, nutrition, and gynecological care), interpersonal relationships (communication skills, male/female relationships, and marriage), career (education and training, life style, and decision making skills), and well-being (stress and personal growth and development). The textbook for the Single Parent Families class, "Parents Without Partners" by Stephen L. Atlas, has been an excellent source of information and resources for single parents and their children. We plan to continue these two classes in the future. The participants who enrolled in the classes had positive comments about each class. They even recommended the classes to others at the college and in the community.

The Center's staff has created a supportive and warm environment in the Center's office. A resource list of services and persons in the community is

kept within reach for participants who are in need.

Conclusion

During the first two (2) years of the Center's operation, thirty (30) participants graduated, four (4) received their GED and fifteen (15) found employment after graduation. During the time participants were attending classes, many found part time jobs on campus. (At this writing, we are at the mid point of our third year so graduation statistics are not available.)

Until the Center opened in August, 1985, the growing number of single parents and displaced homemakers in this area never had this type of financial and emotional support. Many would not have been able to begin or continue without the extra encouragement and support. Since jobs in our area are scarce, it is difficult to motivate many students to continue and complete their education. The main rationale we use to support this is that each participant can get the financial help and support through a program such as ours and have the skills to begin a career wherever they may have to relocate.

A Campus-Wide Retention Program For Students In Non-traditional Vocational Education Programs

Ervin V. Griffin

Patrick Henry Community College, (PHCC) received funding from the Virginia Department of Vocational Education to conduct a project to help eliminate sex bias and promote sex equity. This project concentrated on activities designed to enhance the retention of students enrolled in non-traditional vocational education programs. The project was an outgrowth of a carefully defined effort to focus the energy of the college community toward retaining students already enrolled and to promote educational opportunities for students who might want to enroll in non-traditional programs. In short, PHCC wanted to promote educational opportunities for non-traditional students and encourage the retention of those students already enrolled in vocational education programs.

Project Design

The campus-wide retention project was based on the work of Beal and Noel (1980). In their research, they found that in order for retention efforts to be successful they should be viewed as campus-wide programs. They stressed that all faculty, staff, and administrators, regardless of their roles on campus could affect the retention of students. Other studies such as the report "Involvement in Learning: Realizing the Potential of American Higher Education" (1984) also pointed out that campus decision making should be based on collaborative efforts on the part of students, faculty, staff, and administrators. Thus, the seminars, workshops, PHCC Retention Newsletter, and other activities developed as part of the project were aimed at faculty, staff, and administrators as well as the students enrolled in the non-traditional programs.

Objectives

The objectives of this project included the following:

1. to develop and implement workshops to inform the PHCC community about retention issues and vocational sex equity.
2. to develop and publish a retention activities newsletter.
3. to provide group counseling for participants enrolled in non-traditional vocational education programs.

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4. to conduct a quarterly study of the retention of non-traditional students.

Implementation

The initial workshop for the project was attended by 45 faculty, staff, students, and agency personnel from the Department of Vocational Sex Equity. In addition, project directors from Southside Virginia Community College, Dabney S. Lancaster Community College, and Southwest Virginia Community College attended the workshop. The purpose of the workshop was to inform campus constituencies about the goal and objective of the project. Information was provided on the legal aspect of vocational equity, tips on retaining non-traditional students, barriers to women returning to college, and the primary reasons for attrition among non-traditional students. Martha Santoro, Assistant Supervisor of Vocational Sex Equity, served as one of the workshop leaders and Dr. Wendell Hylton, Director of Integration and School Affairs, Virginia Department of Education, served as the other co-leader. After each presentation, ample time was provided for discussions and comments.

The final workshop was held in the spring of 1986. This workshop was entitled "Sex Equity: New Perspectives". The workshop leader was Dr. Betty James from the Appalachia Educational Laboratory in Charleston, West Virginia. Betty Hawa, Supervisor of Vocational Sex Equity, also served as a consultant for the final workshop. Each participant was provided a retention notebook that presented research findings on student retention, retention activities at PHCC, methods of building support for non-traditional students on and off campus, highlights of the Carl E. Perkins Vocational Education act of 1984, copies of the Retention Activities Newsletter, and research notes on "Adults Making the Commitment to Return to College" by Walter Adams from the Appalachia Educational Laboratory.

The Retention Activities Newsletter was developed and published five times during the academic year. The purpose of the newletter was to educate, motivate, and raise the awareness of the college community in dealing with students in non-traditional vocational education programs. The newsletter was distributed to all faculties, staff, administrators, counselors, and students enrolled in non-traditional programs. The newsletter was also disseminated to community college faculty throughout the Virginia Community College System, the Executive Board of the Virginia Community College Association, the PHCC Local Board, and member colleges of the National Post-Secondary Alliance. A total of 1304 newsletters were disseminated. Requests for additional information concerning the newsletter and its content were received from North Dakota State University, Northern Virginia Community College, and State Technical Institute, Hamilton, Alabama.

The project also established seminars for students enrolled in non-traditional studies. Guest speakers were invited such as women who were employed in non-traditional occupations. The speakers were identified through

contacts with the Chamber of Commerce, the local personnel association, and through recommendations from students enrolled in the Center for Non-traditional Studies. These seminars provided role models for those women interested in entering non-traditional fields. The Center for Non-traditional Studies has now developed a class called "Seminar in High Technology" which serves as the vehicle for group activities that enables participants to share their feelings concerning sex-role stereotyping, vocational equity, and their personal experiences. The students enrolled in non-traditional programs have also established a Non-traditional Students Organization. The antecedent and catalyst for these projects has been the campus-wide retention project which established and nurtured the first network among students enrolled in non-traditional vocational education programs.

The final activity of the project was to conduct a quarterly survey of PHCC students enrolled in non-traditional vocational programs in order to compile statistics on the number of females and males and their areas of concentration and to evaluate the college's success in retaining non-traditional students.

Results

The evaluation of the workshops "Retention and Sex Equity" and the spring workshop "Sex Equity: New Perspectives" indicated that these activities did increase the awareness of sex equity issues for those in attendance. The evaluations also indicated that most participants felt the presentations were well organized and provided valuable information.

The development and publication of the **Retention Activities Newsletter** provided another avenue for faculty, staff, students, and the student development staff to collaborate on an emerging issue. Both faculty and staff assisted in writing articles for the newsletter. Articles were published concerning sex equity, retention, research on non-traditional students, biographical sketches of non-traditional role models, and teaching strategies that could be used to motivate non-traditional students. The public relations office provided assistance with the technical aspects of publication. The newsletter was published five times and disseminated throughout the United States.

The final component of the program was a quarterly survey of PHCC students enrolled in non-traditional programs. The results of this survey indicated that more females were willing to consider and enroll in non-traditional areas of study than males. The study also revealed that females appeared to favor the electronics/electricity and drafting programs over other non-traditional areas such as welding or machine shop technology. Those males who did enroll in non-traditional areas appeared to limit themselves to the nursing program. Eighty percent of the males enrolled in the nursing program in the fall of 1985 were still enrolled in the spring of 1985 (n=10). Thus, it would appear that the male students had a very high retention rate for their first year in the nursing program. It was impossible to determine a meaningful retention statistic based on the small number of women in non-traditional programs at this time. However, recent studies by the Center for Non-

traditional Studies indicate that the number of women enrolling in non-traditional programs has increased. There were 14 women in 1984-85, 77 women in 1985-86, and 58 women in 1986-87 enrolled in non-traditional programs. It would appear from these data that interest in and subsequent enrollment of women in non-traditional programs was related to the programs established by the retention project.

Conclusion

The retention project has had, in retrospect, a great impact on the retention strategies and rate at PHCC. The retention rate for all students is 79% with special populations such as women and minorities being even higher. Beal and Noel (1980) reported that the retention rate for two-year public community colleges was 56%. Prior to the retention project there were no data gathered on a systematic basis to determine the retention rate for PHCC, thus we are unable to compare retention statistics precisely. However, PHCC's retention rate now compares favorably with the national rate and exceeds the statistic reported in 1980.

The project was also unique since it represented a dramatic change for an institution that had been historically a transfer-oriented branch of the University of Viginia. The organizational resistance that could be expected from faculty and staff did not materialize. The campus-wide retention project's greatest contribution may have been to sensitize the campus of the need to change and to encourage acceptance of sex equity projects and other projects in the future.

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The Dabney S. Lancaster Community College Regional Center for Teenage Mothers

Gail Johnson

The history of Dabney S. Lancaster Community College includes the implementation of programs designed to meet the special needs of certain groups of students. A successful Single Parent/Displaced Homemaker program led to the identification of another group whose needs were not being satisfactorily met. In 1987-88, a grant was awarded to the college entitled "The Dabney S. Lancaster Community College Regional Center for Vocational Training of Young Women Who Are Teenage Mothers".

Services

The program attempts to serve teenage mothers who need to complete their education. For young mothers still enrolled in area high schools, the program provides childcare and transportation stipends and part-time jobs to begin the development of basic vocational skills. For the teen mothers who are legally withdrawn from school, classes are made available to prepare for the General Education Development (GED) certificate examination. Included in the on-campus program is a counseling class for participants which deals with topics such as self-esteem, peer pressure, developing relationships, sex role stereotyping, and vocational preparation. This paper briefly describes project activities through the first twelve weeks of the program year.

Implementation

The objective of this project is to recruit and retain young mothers who are in need of education and vocational training. An attempt will be made to serve thirty (30) out of forty (40) potential students.

The recruitment campaign is on-going. Sources to locate students include social services agencies, school guidance counselors, clergy, local businesses and industries, local departments of health, and obstetricians and pediatricians in the area. At this writing, eighty two (82) contacts have been made. Due to the confidential nature of some worker-client relationships, it is difficult to learn the exact number of potential students for the program. The best recruiting is generally done by other DSLCC students who are being served in other special programs and who offer much encouragement.

Results

At this time, twenty (20) participants are enrolled-ten (10) on the DSLCC campus and ten (10) who still attend public high schools in the service area. The instructors deal with the young mothers as "adult learners" who have

tremendous physical, social and emotional demands placed upon them. For most of these students "school" is not the central activity of their lives. They come to the classroom with a wide range of experiences. Ages range from 15-19. Two (2) of the teens have two (2) children under the age of two with one of the mothers expecting a third. With the pressures placed on these teens and with their negative feelings about the learning environment, the instructors soon learn that these teens are in no way "typical". In some cases, the mother's studying is affected by a poor self-concept, a limited sense of reality, and unstable family relationships. It has been observed that with many teen mothers, "...educational attainment is decreased, income levels are lower, and reliance on public assistance is high. Marital instability is increased, with higher rates of divorce and separation... (and) persistent emotional and interpersonal difficulties are common" (Anastsiow, 1982). The Women's Development Seminar is valuable for counseling on matters related to the concerns mentioned above. The program focuses upon the positive things that the girls are doing--going back to school, developing greater self-esteem and focusing on the future.

The program counselor has begun to contact area employers for the co-op program. Each place of business is asked to employ a participant for ten (10) hours a week for ten (10) weeks. In the college service area there is a "labor surplus"; many qualified experienced persons with sound work histories are unable to find work. This makes it difficult to place young mothers who have poor attendance records, childcare and/or transportation problems, and little or no work experience. At the present time, two or three employers have expressed interest in hiring program participants. Students will have to be screened so that those who have shown initiative and sincere interest will be served first.

Conclusion

Reviewing the grant activities at this time, it appears that approximately 25% of the teen mothers will benefit fully from the program. The students share the feelings of many enrolled at DSLCC--that they need to learn to use good judgment and make sound decisions regarding educational, occupational, and personal plans.

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WHAT IS EQUITY?

Ann E. Lary

It's pictures and language
And attitudes too,
But the best part of equity
Is me and you.

It's networking together
With all we see;
It's forging relationships
With business and industry.

It's giving students
The right to choose;
It's guiding them
Through the job search blues.

It's new hope
For those in despair--
Touched by divorce, death,
Pregnancy and others' non-care.

It's new career choices,
Challenging and real.
It's access and nobility
Without court appeal.

It's salaries based
On comparable worth;
It's job sites free
Of sexual harassment turf.

It's freedom to become
What you want to be--
Regardless of race, color, sex,
Handicap or national originality.

Ann E. Lary is a Business/Education Partnership Specialist at Georgia Department of Education, Atlanta, Georgia

PROGRAM BRIEFS

TEENAGERS EXPERIENCING EDUCATIONAL NEED (TEEN)

The TEEN program is in its second year at Mountain Empire Community College. Through high school counselors, community groups, word of mouth, and press releases, teenage parents who are dropouts or potential dropouts are given the opportunity to complete their secondary school education in a regular school setting or enroll at Mountain Empire Community College in a program to gain marketable skills. The TEEN program provides money for books and tuition for students at MECC (who, because of their ages, are ineligible for financial assistance).

Support center meetings provide the TEENs with an opportunity to share and discuss information as well as providing them with an informal group for socializing. Workshops and speakers provide the TEENs with positive role models as well as information about services available in the community, sex-role stereotyping, and vocational opportunities.

WOMEN IN NEED OF SKILLS (WINS)

Fifty women from four counties of Southwest Virginia (Scott, Lee, Wise, and Dickenson) who are single parents, homemakers, and displaced homemakers participate in the WINS program. The women often have been victims of domestic violence, physical and emotional. They have also developed feelings of frustration and failure. Too often, these women do not receive the support from their families to return to school.

The WINS program is a 32 week training period from fall to spring semester. Placement in an occupational skills program is dependent upon the participants' interest and abilities. A WINS participant may be in developmental courses or in the nursing program. MECC's Job Planning and Career Office works actively with WINS participants to assist them in securing employment.

TRADE AND INDUSTRIAL PROGRAM SKILLS (TIPS)

The TIPS program helps women to explore non-traditional trade and industrial careers. An orientation is given to all women involved in the TIPS program prior to Fall Semester. Individualized career sessions with each participant helps them to choose three occupational clusters. Spring Semester, a program is chosen for a field of study. Of the 20 participants in the program, 3 are in electronics, 2 are in welding, 8 are in police science, 2 are in environmental science, 2 are in air conditioning and refrigeration, and 3 are in drafting. Spring semester also provides each participant with the opportunity to visit work sites relating to their fields of study. TIPS provides payment of $3.50 per hour for internships at the work site as well as transportation to and from the site. Support services are also provided for all participants.

For further information on the TEENS Program, WINS Program, or TIPS Program, contact Carol Moore, Project Director at Mountain Empire Community College, Drawer 700, Big Stone Gap, Virginia 24219.

NEW OPPORTUNITIES FOR VOCATIONAL ADVANCEMENT (NOVA)

Project NOVA is the vocational sex equity program operating at the Wytheville Community College (WCC) in Wytheville, Virginia. This program began during the summer of 1987. NOVA was planned to help single parents, homemakers, and displaced homemakers from the college's service region to acquire the education and training they need to get good jobs. As participants in Project NOVA, eligible women and men attend classes full-time at WCC working towards new careers. Project funds and the college's financial aid program provided for tuition and assisted participants in meeting other expenses such as books and fees, child care, and transportation costs.

Participants have the use of a special study and resource area, established for their benefit in Grayson Hall on the WCC campus. The offices of the Project Coordinator and part-time clerical assistant are located in the center, thereby providing NOVA students with easy access to the project staff. The center also serves as the location for regular meetings of the college's Adult Support Group.

All participants in Project NOVA must be admitted to WCC and carry a minimum course load of 12 credit hours each quarter. Based on individual needs, students are enrolled in developmental studies courses or degree certificate programs. They also participate as a group in a special course each term focusing on topics such as life skills developmental, career exploration, and vocational sex equity.

For more information about Project NOVA, contact Phyllis C. Ashworth, Project Director, or Linda T. Mitchem, Project Coordinator, at Wytheville Community College, Wytheville, Virginia 24382.

EQUITY PROGRAMS AVAILABLE AT NEW RIVER COMMUNITY COLLEGE

New River Community College offers two equity programs. The first, Center for Single Parents/Homemakers, provides an opportunity for men and women in the New River Valley to have increased access to vocational training and increased linkages with the community college. The Center provides a vocational training plan aimed at helping the student develop long-range personal and occupational goals. The primary focus is on the acquisition of both job-seeking and job-keeping skills with consideration given to children and the family unit. Since 1987, 150 students have participated in this program.

The Center conducts weekly support groups and provides counseling and/or counseling referrals for participants. A local professional business women's association has also established an annual scholarship for women.

The second program, the High Technology Exploratory Program for Women, is designed to provide women the opportunity to enter training for technical jobs. Women have not traditionally been encouraged to enter fields such as computer technology, automotive, machine, drafting or industrial technology. Now women can enroll in these fields at New River and receive financial aid. They are provided instruction, tuition, career counseling, and advising. While completing one quarter in a technology field, the participants are encouraged to continue their studies by seeking other sources of financial aid. As of winter quarter 1988, 42 women have participated in this program.

In the future New River Community College would like to have an ongoing, multifaceted center that offers programs and services to both the college community and the New River Valley. Encouragement and support will be given to women to further explore non-traditional areas in the hope that their earning power can increase while sex-role stereotypes diminish.

For more information about NRCC's equity programs, contact Linda Capone Claussen at New River Community College, Dublin, Virginia.

PROJECT OPPORTUNITY

Project Opportunity, one of seven teen-age parent assistance projects funded in Virginia this year under the Carl D. Perkins Vocational Act, is located at the Bryant Adult and Community Education Center in Alexandria, Virginia. Bryant Center is an agency of the Fairfax County Public School System.

The 29 young women who have participated in the program as of February 15, 1988 are enrolled in a high school completion program. The participants range in age from 13 to 19 and are enrolled in grades 8 through 12. Classes include the required courses for a regular high school diploma and a "Life Management Skills" course as well as a Vocational Cooperative Education course. As a part of the Vocational Cooperative Education program, several girls have been placed in jobs. Speakers and workshops have been provided in both career development and life management skills with special emphasis on non-traditional occupations, sex-roles stereotyping and sex-equity.

Support services such as assistance in obtaining child care and transportation are provided where necessary. Help in obtaining food, housing, health care, and special support services is given through staff contact and student referral to the appropriate agency.

The staff feels Project Opportunity has been successful in returning dropouts to school. Project Opportunity has enriched these young women's lives both socially and academically. The ultimate goal is for these young women to take meaningful places in adult society.

For more information on Project Opportunity, contact Armand Sebastianelli, Principal, or Elizabeth Link, Counselor at Fairfax County Public Schools, Alexandria, Virginia 22306.

NEW FOR ACCESS AND EQUITY

As part of a statewide sex equity network, under the direction of Penny L. Burge and Daisy L. Stewart of Virginia Tech, a newsletter entitled **Access & Equity** is produced and disseminated to network members, every middle school, high school, and community college in Virginia, and the vocational sex equity offices of every state in the nation. This newsletter is designed to serve primarily as a communications tool for network members, keeping them informed about what others are doing across the state and the rest of the country. It also serves as a resource, providing information that vocational educators can use to promote equity in their schools.

Access & Equity is published four times a year and typically runs eight pages long, four pages front and back. Because each issue is brief, the articles must also be kept to a certain limit, ranging from 200 to 750 words, based on topic and available space. Recent titles have included "Career Sex Bias Observations", "Equity and the Community College", "Equity as a Lesson Plan", "Social Costs of Stereotyping Males", "Myths vs. Reality", and "Virginia's Equity Network Expanded".

Most issues of the newsletter contain a bibliography of sources related to equity, progress reports by equity project directors in Virginia, teaching tips for achieving an equitable atmosphere in the classroom, and pointers for counselors on how to help students make career choices that are not tied to gender. Most of the articles are written by members of the sex equity network, state project directors, and members of the many projects' staffs.

Access & Equity has been distributed at state, regional, and national meetings and it is being used by teachers and counselors throughout Virginia as a resource for equity and a forum for discussing equity-related issues. The number of direct mailed newsletters, what we count as our circulation figure, now approaches 7,000. Because this figure includes on newsletter being mailed to a school office, we hope that the total audience for the newsletter is more than that.

If you would like to be on the mailing list, send your name and address to Access and Equity, 212 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061-0254. Currently there is no subscription fee. In addition, articles relating to equity issues are always welcomed by the newsletter staff. If you would like to share information about a special activity in your local area or develop an essay or an equity topic, send your articles to the above address.

THE YWCA WOMEN-IN-TRANSITION PROGRAM

The YWCA of South Hampton Roads began its Women-In-Transition Program in February 1986. Through funding from the Carl D. Perkins Vocational Education Act, a program for displaced homemakers, single parent, and heads of households was undertaken. Those who are recently divorced, widowed, or separated or about to lose ADC, and are entering or re-entering the job market are provided with career development services. The services include increasing self-esteem, job search and survival skills and educational and training benefits. According to the 1980 U.S. Census Report, there were over 34,000 single heads of households in the Norfolk, Virginia Beach, Portsmouth, Chesapeake, and Suffolk area; 14,000 of these were in Norfolk alone. Additional workshops are available to course participants and the general public include resume writing techniques, job interviewing skills, job search, and negotiating skills, communications, legal questions, and finance and budgeting.

In February 1987, the YWCA Outreach Services Center opened in Virginia Beach and allowed us to make even more of an impact in that city. The Chesapeake Department of Social Services LIFT (Living In Families Together) has also asked the Women-In-Transition Program to help deal with their clients on the issues of self-esteem, interviewing skills, and dressing for success. The Women-In-Transition Program has also sponsored two Women In Non-Traditional Careers Fairs during National YWCA Week. The fair attracted over 300 women last year and by changing our location to a shopping center which sits at the crossroads of Hampton Roads, we hope to accommodate even more employers and organizations than the 45 we had last year.

For further information about the Women-In-Transition Program, contact Marilyn F. Diaz, Project Coordinator, at YWCA of South Hampton Roads, Norfolk, Virginia 23510.

THE OPPORTUNITY CENTER

The Opportunity Center at Paul D. Camp Community College assists single parents and homemakers, including displaced homemakers, in acquiring vocational education training through Paul D. Camp Community College.

The Center also sponsors workshops, seminars, off-campus speaking engagements and support groups to assist students in handling problems, challenges and experiences which are typical for single parents, homemakers and displaced homemakers. There were 58 participants in the fall quarter and more than 70 in the winter quarter.

Activities scheduled for the spring will include workshops on job interviewing tips, self esteem and success, and discussions concerning sex role stereotyping in the job place. We are also continuing our brown bag lunch discus-

sions, which have served as an important networking tool for many students in our program.

Upon completion of a vocational course study, individuals served by the Opportunity Center will receive job placement assistance through the college's Career Center.

For more information, contact Fran Flythe, Coordinator of the Opportunity Center, Paul D. Camp Community College, Franklin, Virginia.

PROJECT UPDATE

PROJECT UPDATE was established in September 1985 by the Fairfax County Public Schools Office of Adult and Community Education as a Center to serve the large number of single parents, homemakers, and displaced homemakers in the Northern Virginia (Alexandria & Falls Church) area who are unemployed or underemployed.

The major goals of PROJECT UPDATE are to create a greater awareness of sex equity issues, provide career counseling and vocational education and training leading to a marketable skill. Counseling and screening services are also provided to determine basic literacy levels, and remediation is recommended where needed.

All single parents, displaced homemakers, and income-eligible homemakers in the Northern Virginia area are invited to participate in this program. Prior to being enrolled in vocational training, all participants are required to attend four workshops:

I. Introduction to Career Planning
II. Vocation Assessment
III. Career Directions
IV. Job Seeking Skills and Techniques

Upon completion of the required workshops each participant is assigned to a counselor and an individual action plan is developed to meet individual needs, interests, and circumstances. The individual is then enrolled in an appropriate vocational program and/or referred to a basic literacy program, if needed. Existing programs and services are utilized. These programs are numerous and include Adult Basic Education for literacy training available at eight Learning Centers in Fairfax County. Students who have not completed high school are encouraged to enroll in a high school completion program: GED, Adult High School, or External Diploma Program. Those who are non-native English speakers are referred to ESL program if this is determined to be necessary or helpful in their chosen field.

For more information, contact Judy Patton, Project Director at Fairfax County Public Schools

SURVIVOR'S SUPPORT

The Germana Regional Center for Single Parents, Homemakes, and Displaced Persons has been serving the Germana Community College (Locust Grove, Virginia) service region since July 1986. As with other regional centers, the staff has found that many program participants are experiencing life situations that promote crisis. The center staff provides crisis intervention in the form of personal counseling because general support groups are not adequate to meet all the needs of participants. To help combat one area of crisis frequently encountered, spouse abuse, a support group was initiated especially for women who have been victims of physical, sexual, or emotional abuse.

The Center offers weekly SURVIVOR'S support sessions to deal with domestic violence issues, coping strategies, and to provide peer support for session members. The sessions are conducted by the Center's counselor and a student who serves as a peer counselor. The co-facilitator/peer counselor is a program participant who was formerly battered and is currently planning to go into the field of counseling. The counselor provides supervision and additional expertise in crisis situations.

The most important aspect of having a separate group for survivors of abuse is that they feel comfortable in seeking support to overcome the trauma of spouse abuse and they develop positive coping mechanism. The Center's staff believes that its domestic violence program is vital to its success in helping participants reach their vocational education/training goals.

For more information concerning SURVIVOR'S SUPPORT contact Donna Prideaux, Project Director or Rachel Saunders, Counselor at Germana Community College, Locust Grove, Virginia.

FROM THE EDITOR'S NOTES

The last two decades have ushered new consumers to the door of higher education environments in urban and rural areas. Consequently, the student body has been transformed into two main classifications, traditional and non-traditional students. Notably, within this non-traditional population, a significant number have been women who have sought marketable skills training for initial career preparation or retraining.

The intent of this monograph is to share with professionals examples of how vocational equity projects in the Commonwealth of Virginia have attempted to meet the varied needs of re-entry individuals. This volume functions as a description of grass root projects not as a theoretical or research document. The editors expect that others who plan to implement projects with vocational education funds can find guidance and inspiration from this document.